

National goals	Cluster goals				Success Indicators for National and Cluster Goals	
1. students to become successful digital citizen	Develop classrooms where students can: <ul style="list-style-type: none">• use ICT to support their development of the key competencies, especially thinking, participating and contributing;• relate to others online in ethically appropriate ways that also keep them safe.				<ul style="list-style-type: none">• Students are using ICT in an increasing range of ways and with greater confidence within their learning.• Students are able to demonstrate how they are using ICT to support the development of their thinking skills and to participate and contribute within an online community.• Students are behaving in ethically appropriate ways when online and aware of the how to keep themselves safe when using the internet.	
Actions (What , how)	Success Indicators	Evidence	Resources	Timeframe	Personnel	
Students use ICT in an increasing number of ways within their learning.	Sharing of Classwork at school assembly.	Week That Was kept	PD session for staff in Term 1. Revisit Term 3	Throughout year		
Students use ICT to work collaboratively with classmates.	Using tools such as Wallwisher, Voicethread to share thoughts with others online.	Class wiki pages		Term 3		
Students share their work & ideas online with their parents and school community & provide opportunities for feedback & the sharing of ideas.	Screen shots of wallwishers etc			Term 3		
	Results from student survey					
	Wiki pages with evidence of student work	http://gr8tersthcanterbury.wikispaces.com/Cluster+Data+%26+Evidence				
	Techie group formed to take responsibility for school wiki, ICT gear, assemblies.					
	Students to indicate the range of tools they use in class and how by a survey.					

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2. principals to lead the integration of e-learning in their schools (strategic and operational)		Enhance the capability of principals to lead and manage sustainable changes that result in effective ICT integration and distributed leadership within their schools.		<ul style="list-style-type: none"> Principals are demonstrating a greater level of understanding of effective e-learning integration by leading the implementation of thinking skills, "Teaching as Inquiry" and the application of data to monitor and inform practice. Principals are applying distributed leadership practices within their schools to build school-wide capability. 	
Actions (What , how)	Success Indicators	Evidence	Resources	Timeframe	Personnel
Provide PD for lead teachers. Syndicate teachers involved in leading schoolwide change	<p>Cater for the different needs of the staff. Being aware of varying HBDI profiles, and able to address individual's strengths and frustrations.</p> <p>Involvement in JSIF project</p> <p>Make use of the independent knowledge, skills and attributes of staff members.</p> <p>ICT / E-Learning review rubric</p>	<p>Contribution to cluster VLN</p> <p>Attendance at lead teacher practicum</p> <p>JSIF work on leadership</p>		2011 - 2012	

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3. teachers to integrate e-learning effectively into their practice creating an innovative and exciting learning environment for all students		Increase the level of e-learning integration within schools in ways that engage students, enhance thinking skills and provide students with more opportunities to participate and contribute online.		<ul style="list-style-type: none"> Teachers are using ICT in increasingly innovative ways to create an exciting learning environment for students. Students are using ICT in ways that support the development of their thinking skills and level of online participation and contribution. Teachers are reflecting on the effectiveness of their e-learning integration in raising the level of student engagement in learning and student achievement. 	
Actions (What , how)	Success Indicators	Evidence	Resources	Timeframe	Personnel
Develop learning intentions and ways to use ICTs to share these.	Shared planning within syndicates Using TIM in syndicates to share what has been happening and gathering information to improve students outcomes.	Syndicate TIMs	PD focus for Term ½ Erich Frangenheim visit TIM models	Term 2	
Build schoolwide understanding of inquiry learning. Tie in Blooms, SOLO Taxonomy, relevant ICT tools and collaborative planning for these.	Having school based curriculum as a product Shared planning with inquiry skill focus.	Inquiry into Inquiry Learning completed in groups Using SOLO taxonomy to frame guided reading in Senior School		Term 3	
ICT survey to be completed by staff and students using Survey Monkey					

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4. family and whānau to actively participate in their child's learning		Provide increasing opportunities for family and whānau to participate in their child's learning.	<ul style="list-style-type: none"> Teachers are providing opportunities for family and whānau to engage in their child's learning through e-learning strategies involving digital technologies such as wiki sites, online surveys, blogs, Skype and video where families/whānau can participate and contribute. 		
Actions (What , how)	Success Indicators	Evidence	Resources	Timeframe	Personnel
<p>Provide opportunities for parents to view their child's work and offer feedback</p> <p>Keep community informed of school events and important notices.</p>	<p>Create a Facebook page for the school. This can be updated to provide up-to-date information. Link to school wiki</p> <p>Classes to have class wiki pages outlining topics of study along with examples of student work. Parents encouraged to add to discussions tabs.</p>	<p>School Facebook account created. Up to 50+ members at this stage.</p> <p>Links to class/school wikis</p> <p>Data from wiki statistics.</p>	<p>Facebook</p> <p>PD assistance for teachers in need</p>	<p>Term 1</p> <p>Term 4</p>	

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5. the sector by sharing online professional reflections to inform colleagues of the challenges and opportunities afforded by e-learning*		Principals and teachers will share professional reflections with the wider ICTPD Community online about their progress in integrating e-learning within their schools/classrooms.		<ul style="list-style-type: none"> Teachers are applying “Teaching as Inquiry” practices to assist them to report on their progress with integrating e-learning within their learning environments to raise the level of student engagement and achievement. The cluster is contributing digital stories to the VLN as negotiated with the National Facilitator and to support evidence in milestone reports. 	
Actions (What , how)	Success Indicators	Evidence	Resources	Timeframe	Personnel
Teachers & lead teachers will contribute to and participate in all cluster initiatives.	<p>Join VLN Contribute to the cluster story.</p> <p>Teachers to complete Teaching as Inquiry process related to ICT.</p> <p>Practicum attendance</p>	<p>VLN website</p> <p>Syndicate TIM each term for reading, writing & maths</p>		<p>Term 2</p> <p>Term 2/3</p>	